



May Indiana RTI Academy

*Offered through the Blumberg Center at Indiana State University
through a grant from the Indiana Department of Education*

Awareness Sessions

- **Assessment and Progress Monitoring**

Rebecca Martinez Reid, Indiana University Assistant Professor and Director of Center for Child Study

A system of assessment and progress monitoring occurs naturally in teaching and learning and serves as a tool to measure learning and guide decision making. While various approaches for assessing student performance in academic, behavioral, and social/emotional domains exist, educators select the method/tool most appropriate for their students and the purpose for which the tool will be utilized.

- **Cultural Responsivity**

Shana Ritter, The Equity Project at Indiana University Project Coordinator

Cultural responsivity facilitates the achievement of all students through effective teaching and learning practices grounded in an awareness of cultural context and the strengths that students bring to school. Cultural responsivity permeates every aspect of education: curriculum and instruction, data-based decision making, assessment, communication and policy decisions. Gaining cultural competence includes developing the knowledge, skills, experience and tools necessary to work effectively across cultures. Becoming culturally responsive is a developmental process which includes engaging in conversations about race and equity, reflecting on one's own culture and beliefs, and gaining awareness of other cultures.

- **Data-Based Decision Making**

Ginger Miller, Blumberg Center CPSP Project Coordinator

Data-based decision making refers to an ongoing process of analyzing and evaluating information to inform important educational decisions and actions. Educators utilize this systematic process to address the needs of individual students, small groups, grade levels, and all students in a school or district.

- **Evidence-Based Practices (Core Curriculum, Instruction, Interventions, and Extensions)**

Molly Seward, Indiana RTI Academy Leader and ICAN Specialist

Evidence-based curriculum, instruction and intervention are materials and practices authenticated in research as most effective in supporting children to learn. Curriculum is the content to be taught. Instruction is the delivery method or design of what is taught. Interventions or extensions are intensified instructional practices used to teach targeted groups of students or individual students.

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- Family, School, and Community Partnerships**
Julie Havill-Weems, Indiana State Improvement Grant Implementation Coach/Family Coordinator
 Family, school and community partnerships are collaborative relationships and activities that involve the influences and resources in students' lives to promote success and provide benefit to all partners. Such partnerships are valuable and necessary in all aspects of a student's education and at all levels including the student, classroom, school, district, and state levels. Partnerships are varied and unique, reflective of student, family, school, and community characteristics.
- Leadership**
Brett Bollinger, Indiana State Improvement Grant Co-Director
 Leadership facilitates the success of all students by helping faculty, staff, parents, community members and the students themselves to envision, embrace, and realize the possibilities for high achievement through shared vision, collaboration, research-based instructional practices, data driven decision-making and positive relationships. Leadership is a crucial component for implementing systemic educational reform that results in highly effective schools. Effective school leadership makes a profound difference for students because it lays the foundation for students being successful at the next level of learning and having the ability to pursue quality options in life.
- Positive Behavior Supports**
Carmen Garcia-Harris and Jefri Voelkel, Indiana State Improvement Grant Implementation Coaches
 Participants will develop an understanding of the six components of School-wide Positive Behavior Support and an awareness of how SWPBS with Cultural Competence connects research-based practices of proactive behavior support specifically with Cultural Responsivity. Participants will also gain understanding of how all areas of Indiana's Vision of RTI are part of effective implementation of the SWPBS framework. General introduction and information will be offered with engaging activities that foster understanding of how SWPBS can decrease problem behavior while supporting culturally responsive practices and an environment where all children can learn.

School Presentations: All Levels

- The Big Picture**
Miami Elementary, Wainwright Middle School, and Harrison High School
 Schools will share how they have used Indiana's Response to Intervention as a systemic change agent. Schools will share connections they have created for their staff and community so that this process compliments what is already being done. (L)
- School and Community Partnerships for Student Success**
Evansville Vanderburgh School Corporation/School Community Council
 In Evansville, Indiana, the School Community Council works to establish community schools where children and families receive support to remove barriers to learning and provide opportunities for success. Learn about the beginning of this initiative in one school and neighborhood and the success that has taken it district-wide. (FSCP)

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School Presentations: Preschool

- **Preschool PALS-An Early Childhood Adventure**
Greater Clark County Schools Preschool Program

Join us in our journey as we have grown from a program with three children with special needs to a program of over 500 children with and without disabilities. The trip we are taking includes reassessing our own understanding of the six core elements as they relate to the preschool program. (All Areas)

School Presentations: Elementary

- **A Recipe For Success**
Oakland Elementary

Looking for a positive adult/child learning recipe? Oakland's recipe contains a bowl full of literacy empowerment, a cup of "hands-on" tasks, a dash of mental strategies, a heaping helping of fun, and a bunch of care to create a tasty connection between a school and the community it serves. (FSCP)

- **Bridgeport's Amazing Race: A Marathon not a Sprint!**
Bridgeport Elementary

This presentation will highlight Bridgeport's transformation from a narrow focus on RTI to school-wide implementation. The presentation will provide participants with the opportunity to learn how to implement a building based team to examine data, facilitate the matching of interventions with students' needs, and utilize progress monitoring data to drive decision making in a non-Title 1 building. (DBDM)

- **Data: In the Driver's Seat**
Chapelwood Elementary

This presentation will focus on using multiple pieces of data to look at the core curriculum. It will enhance our understanding of how to choose interventions and the best placement of students into these interventions. Data will guide this presentation as we go from using universal screenings, to placing students in interventions, to progress monitoring for academic achievement. (DBDM)

- **Developing a School-Wide Positive Behavior Support System**
Riverside Elementary

The Riverside mission is to enable each student to achieve to his or her highest academic potential through providing best practice instruction in a safe and nurturing environment. In order to provide this type of environment, Riverside developed a school-wide positive behavior support plan. This presentation will outline the steps used to develop our plan. (PBS)

- **Fidelity of Core Literacy Curriculum & Instruction**
Eagle Creek Elementary

The fidelity of curriculum, instruction, and assessment has been a key area of focus for our school to ensure the consistency of literacy interventions given to students. The presentation will provide background, definition of fidelity, and examples of how the school community has implemented fidelity into core curriculum and RTI process. (EBP)

- **If the fish won't bite, change your bait!**
Ridpath Primary

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Do you ever feel like your students just aren't "getting it?" This presentation, "If the fish won't bait, change your bait," will provide numerous strategies and resources to help "catch" your students. You will leave with a tackle box full of ideas and resources to make RTI a reality in your school. (PBS)

- **K2-K2+ Program**

Nebraska Elementary

The elementary schools of Fort Wayne Community Schools utilize the K2-K2+ Program through implementing reading interventions to decrease referrals and disproportionality and to work toward the goal of success for all students. This presentation will provide an overview of an outline of reading interventions, assessment and progress monitoring strategies used, how to measure student growth, and the program structure. (EBP, APM)

- **Madison County Community and Schools Commit to Indiana's Vision of Response to Intervention
CAPE of Madison County, Elwood Community Schools, OES**

Learn how Madison County school corporations and the community have worked together collaboratively to develop a countywide initiative supporting Indiana's Vision of Response to Intervention. (FSCP)

- **Meet Children on the Edge of Their Needs**

Deer Meadow Primary

This presentation will include an overview of the Literacy Framework. In addition, participants will examine data-based decision making with our Intervention Team. Learn how data is collected in one comprehensive document and instructional decisions are made collaboratively for our students. We believe we are meeting students on the edge of their understanding. (APM)

- **No Child Left Unconnected**

Tzouanakis Intermediate School

Does your school have students that are hard to reach, unmotivated, or appear isolated from their peers? This presentation, "No Child Left Unconnected," will provide numerous ideas on how to make connections with students. Participants will also leave this session with ideas on how to get staff members collaborating together on the RTI process. (EBP)

- **Piecing Together the RTI Puzzle**

Kingsbury Elementary School

The story of one school's continual journey in putting together the different puzzle pieces in regards to RTI. The group will share how they developed an effective program of literacy to support their K-2 population that could be replicated at any school. The group will also share the challenges and opportunities that have been encountered in regards to Instruction, Staff, and Leadership. Data will be presented to demonstrate the success experienced over the past four years. (L, EBP, DBDM)

- **Professional Learning Community**

W. E. Wilson Elementary

Our Professional Learning Community consists of many important pieces. The team meets monthly and has representation from all grade levels; thus, allowing everyone to have a voice. Through this team, we are able to provide all teachers, including team members, with individual support. This framework allows teachers to observe and model best practices for other teachers; moreover, teachers are then able to provide feedback in regards to best practices and guidelines. While we are building better teachers, this learning community greatly impacts student achievement. (L)

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- **Stepping Up Our Positive Behavior Supports**

Sugar Grove Elementary

Does your school want to implement Positive Behavioral Supports, but is not sure how to begin? We will share our early stages of creating our PBS system, as well as our plans for “Stepping Up” our PBS plans for next year. A special emphasis on community partnerships will be highlighted. (PBS)

- **Supporting Collegial Conversation and Reflection with Instructional Consultation and Assessment Teams**

The Children’s Academy of New Albany

Participants will gain an understanding of a systematic support network schools can access using the Instructional Consultation Team Model. Participants will learn how to enhance teachers’ skills in and application of best practices of Instructional Assessment and delivery, develop school wide norms of collaboration and problem solving, and utilize data for classroom and school decision making. (IC)

- **TEAM is more than a FOUR LETTER WORD**

Eisenhower Elementary

Presenters will share the steps taken to implement RTI, including building a successful problem-solving team. Video highlights of problem-solving team in action will be shared, sharing various research-based interventions with groups, peers, and computer technology. Outcome data of student and school successes will be discussed, as well as continuing challenges. (DBDM, EBP)

- **Using Technology to Implement RTI**

Oakland Elementary

Bring a new perspective to RTI through the use of technology! This presentation details how technology at Oakland Elementary School in Elwood has supported the implementation of the six core components of the RTI process, as well as meeting the needs of all students. See how you can do the same! (EBP)

- **RTI and DI go Hand-N-Hand**

Springfield Elementary School

The overall goal of the May presentation is to show how RTI and DI go hand in hand. To begin, we will define RTI and Differentiated Instruction. Next, we will discuss how to use pre-assessment results, determine student readiness, understand learning style preferences, and other factors that impact learning. We will delve into the key principles of a differentiated classroom and discuss ways to differentiate content, product or process while using pre, post and ongoing assessments. Additionally, we will share practical ways to differentiate using Rafts, Anchor activities and Think-tac-toes. Examples will be included to make the ideas concrete. We will wrap up our presentation with a discussion on exit/entry cards. We will show that evidence of KUD (what we want kids to Know, Understand, and be able to Do) can be demonstrated effectively on entry/exit cards. Finally, we will leave participants with two bits of food for thought.....First, Fairness is not everyone getting the same thing. Fairness is everyone getting what they need”. Second, “There is Nothing so Unequal as the Equal Treatment of Unequals”. (Thomas Jefferson) (EBP)

- **Working Together to Meet Students' Needs**

Edgewood Intermediate

Edgewood Intermediate School houses grades 3, 4, & 5, and the school is addressing the conceptual changes of an RTI transition through the use of data collection mechanisms, AIMSweb and SWIS, to help teachers better define the gap between the struggling student and the expectations of the grade level. General education, special education, teaching assistants, and administrators have worked to develop an overall philosophy of service delivery to all students. (L, DBDM, DI)

- **Welcome to Robinson Elementary – SHAPE: Safe, Honest, Accountable, Pacemaker, Excellence**

Robinson Elementary

Historically, some culturally and linguistically diverse populations, including children of poverty, are over- or under-represented in special education and gifted programs resulting in disproportionality in many of our schools across the country. Through research and practice documented by the National Center for Culturally Responsive Educational Systems (NCCRESt) principles of culturally responsive teaching have been identified. These principles and examples of use will be shared during this session. (CR, PBS)

- **Work Smarter – Not Harder! Well, Duh!**

Pleasant Ridge Elementary

Pleasant Ridge will share with you their journey through the RTI process. The process is much more than just an intervention program – it includes collaboration, leadership, data, more data, and then some more data. Join us as we share stories about our journey that will make you laugh and cry. (All Areas)

School Presentations: Secondary

- **Begin at the Center**

Pike High School, Freshman Center (PFC)

In order to bring effective focused evidence-based instructional programs and interventions to a large urban high school, you have to “begin at the center!” The Pike Freshman Center has emerged as a leader in the growing movement toward 9th grade, “stand-alone” schools. The reason for its pre-eminent position is partly due to its world-class facility; partly due to its committed and caring faculty; and partly due to its data driven decision-making for its instructional delivery and intervention strategies. (DBDM, EBP)

- **Moving Schools Forward in a Positive Way!**

Lane Middle School

How can we help teachers struggling with challenging students? How do school climate and culture fit into the equation? What can we share with teachers to help them with students in poverty without adequate support at home? In this energizing and interactive session, participants will explore dozens of powerful, research-supported strategies and techniques that are creating huge gains with challenging students. Peer recognition, appreciation and rituals of celebration can transform a school into a place where people want to learn and teach with enthusiasm. (CR)

- **Moving To the Next Level...**

Krueger Middle School

The Krueger Middle School staff will re-create our “Student Seminar” to demonstrate how we have raised the expectations of our student body by involving them in seminars that focus on higher level thinking activities, collaboration, team-building activities and preparing for a real audience in regards to presentation skills and KMS initiatives. You have to experience it to understand it... (PBS)

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- **One-to-One Initiative**

Charlestown Middle School

Recently Charlestown Middle School was granted a 1:1 Computer Initiative, which will begin during the 2009-10 school year. The Charlestown mayor led the initiative and meets regularly with the four Charlestown Schools principals, business leaders, and community leaders. This family/school/community partnership will put lap top computers in the hands of every grade 6-12 student in Charlestown. Our staff will train parents in the care and use of the computers, and hot spots will be placed throughout the community. It is our hope that this will increase parent involvement in our schools. (FSCP)

- **PBS – Positive Behavior Support**

Charlestown Middle School

Often, students do not behave the way we want because they have not been taught expectations. By actively teaching, demonstrating, modeling, and rewarding behaviors we want, we take the emphasis off negative behaviors. School-wide Positive Behavior Support is *not* a program, but a framework for designing and implementing proactive and preventative interventions. (PBS)

- **Positive Behavior Support and Co-Teaching**

North Side Middle School

North Side Middle School will highlight our success with implementing School-Wide Positive Behavior Support and Co-Teaching. School-Wide Positive Behavior Support continues to improve our students' behavior and the overall climate of our school by focusing on the positive choices students are making each day. SWPBS has decreased the number of discipline referrals to the office and allowing students more instructional time in class. Co-Teaching has provided our special education students additional opportunities for interaction and learning with their grade level peers, leading to improved test scores and self-esteem for all students. Additionally, all students participating in co-teaching classes benefit from the instruction and intervention opportunities that two classroom teachers provide. (CT, PBS)

- **Positive Behavior Supports, Co-Teaching, and Literacy**

South Side Middle School

This presentation will focus on the benefits of implementing PBS, co-teaching strategies, and evidence-based literacy strategies for supporting student success. (CT, EBP, PBS)

- **Positively Lincoln**

Lincoln Middle School

The Positive Behavior Support effort at Lincoln Middle School is a powerful intervention utilized throughout all three grades. This building-wide intervention is becoming an integral component of the school's RTI efforts as well. Lincoln's three-year process of planning, implementing and assessing our Positive Behavior Support program and the efforts to incorporate it into our RTI Program will be shared with participants. (PBS)

- **Power of Excellence**

East Side Middle School

East Side Middle School incorporates multiple strategies to create a positive learning environment for students. The staff implements PBS through its STAR Program (Successful, Trustworthy, Accountable, Respectful) and includes students with all exceptionalities in all subjects through a co-teaching model, in its fifth year. Other important features include parent involvement and teacher empowerment through collaborative decision-making (not "top down"). (L, EBP, PBS)

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- **Setting the Scene for Success**

Avon High School

The first step of RTI is to develop the culture that failure is not an option. Professional learning communities can then devote time to student outcomes and the pyramid of interventions that assure student success. Avon High School staff will be transparent in sharing the positives and pitfalls of developing the RTI process. (All Areas)

- **Strategies and Interventions at Parkview Middle School**

Parkview Middle School

The Parkview Middle School presentation will display the different programs, strategies and interventions that are being used at Parkview Middle School. Over the past four years, Parkview has implemented a single gender program that spans across all grade levels, we have instituted the use of student led conferences instead of the traditional parent/teacher conferences, and we have changed our schedule to allow for more intervention time and more time to focus on literacy instruction. (EBP)

- **Using RTI to Improve Relationships**

Craig Middle School

Members of the Craig Middle School RTI leadership team will present how using data assisted them with establishing a variety of activities that utilize home, community, and school resources as a direct example of how home and community resources are coordinated with school services to offer an integrated and comprehensive continuum of supports for student success. (FSCP)

Specialists' Presentations

- **Analyzing Data to Inform Instruction and Intervention**

Judy Wesley, Indiana RTI Academy Implementation Coach, with William Tell Elementary

This workshop breakout session will analyze data to inform next steps with core instruction and/or intervention. The session participants will examine sample data from multiple assessments and participate in an interactive group discussion to:

- Discuss the purpose of each assessment.
- Review the information provided by each assessment.
- Analyze the data to identify key error patterns.
- Determine the focus for instruction based on the analysis of the data. (DBDM)

- **Create an Intervention that Aligns with the Core Curriculum**

Ginger Miller, Blumberg Center CPSP Project Coordinator

This presentation will provide suggestions for creating interventions aligned to the core curriculum. (EBP)

- **Developing Response to Intervention Systems in Secondary Mathematics: Lessons Learned and Roads Not Yet Traveled**

Ann Foegen, Iowa State University Department of Curriculum and Instruction

This session will use a discussion-based format to share experiences, ideas, and issues related to the development of RTI systems in mathematics at the secondary level. The presenter will share available assessment tools, intervention approaches, and research results, and will facilitate discussion among participants regarding successful strategies, existing roadblocks, and future directions for research and development. (EBP)

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- **Evidence-Based Interventions**

Rebecca Martinez Reid, Indiana University Assistant Professor and Director of Center for Child Study

This presentation will provide information on various evidence-based interventions that Ms. Martinez has compiled on a CD. All participants will receive a CD to assist them on their road to implementing RTI! (EBP)

- **Evidence-Based Interventions at the Tiers 2 and 3 Levels**

Molly Seward, Indiana RTI Academy Leader and ICAN Specialist

Intervention samples for Tiers 2 and 3 will be shared as well as examples showing how some schools have organized the intensity of their interventions. (EBP)

- **Leadership, Core Curriculum and Fidelity**

Jill Jay, Mill Creek in Clayton, Indiana, Principal

School leadership needs to have a firm understanding of how to improve the curriculum so that 80% of the students are successful at the core level. Jill will share how she started to improve the core curriculum, how she monitors for fidelity, and the results of her efforts. (L)

- **Response To Intervention: Data-Based Decision Making and Leadership**

Charles Grable, Huntington County Community School Corporation Assistant Superintendent for Instruction

This session will explore the following aspects of leadership and data-based decision making: what leaders need to consider when developing and implementing an RTI plan, what stakeholders should be involved in the process, how you structure and manage a data-based decision making process within your plan, what tools teachers need to efficiently and effectively manage the data required for RTI. (DBDM, L)

- **RTI for English as a Second Language**

Rebecca Martinez Reid, Indiana University Assistant Professor and Director of Center for Child Study

The enrollment of English Language Learners (ELL) in Indiana schools has grown by 407% in the last decade, representing the third fastest growth rate in the US. There are almost 45,000 ELL students enrolled in Indiana schools, 73% of which are Spanish-speaking Latinos. This presentation will review the latest research concerning the application of RTI for serving ELL students. Promises and cautions regarding use of response to intervention for serving this population will be considered. (CR)

- **Using the Skills of Student Assistance Professionals on the RTI Multidisciplinary Team**
Deirdre Kempson, IDOE School Social Work Coordinator

School social workers, school counselors, school psychologists, school nurses, and other student service professionals each bring a portfolio of skills to the RTI Multidisciplinary Team. This workshop will examine how such professionals, working collaboratively, utilize their respective skill sets throughout the assessment, intervention, and progress-monitoring process to meet the identified needs of the student(s). (APM, EBP)

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